IDOE Reviewer(s): SF, MC **Date:** 10/22/08
Alternative Education Program: Alternative and Continuing Education **Contact Person:** Greg Briles
School Corporation: Oregon-Davis Sch. Corp. **Phone:** 574-867-4561

Alternative Education On-site Monitoring Rubric
Document Analysis

Alternative Education Programs will be required to share documentation for each component before or during the site visit. Programs will be given an Unsatisfactory or Satisfactory for each component. Programs receiving an 'Unsatisfactory' for any component will be required to submit documentation that the issue has been addressed within 10 business days in order to remain an approved program.

COMPONENT	DOCUMENTATION NEEDED	UNSATISFACTORY	SATISFACTORY	U	S	Comments
Corporation Support	**BOTH** of the following: -Board minutes √ -Joint Service or Interlocal Agreement (only required if joint program) (n/a) **ONE** of the following: -School Improvement Plan (SIP) reference to alternative program -Administrator or Board Representation on Advisory Group √ -Written statements of support by administrators (and teachers) (letters/emails/staff meeting minutes) √	-No minutes -No Joint Service or Interlocal Agreement if joint program -No documentation of support by principal, administrators or board.	-Minutes indicate support -Agreement meets code Requirements. -Documentation of support by individuals able to allocate school resources.		X	-A teacher meeting was held about the alternative program; letters from each high school department chair and a special education teacher were provided indicating strong support for the program. -The superintendent voiced his support for the program. -School board meeting minutes indicate unanimous approval for the program and program budget. -Teachers have reviewed computer-based curriculum and are available to provide support to the program teacher. -A wide variety of other alternative education programs and school corporations were contacted for information about effective alternative education practices.

COMPONENT	DOCUMENTATION NEEDED	UNSATISFACTORY	SATISFACTORY	U	S	Comments
Community Support	**TWO** of the following: -Letters of support from community leaders or agencies √ -Program brochure listing partners -Advisory Group membership list, agenda, or minutes √ -Other documentation of community collaboration (newspaper article, agreement letter, etc.)	-No letters of support -No documentation of community support or involvement	-Positive publicity -Documentation of community support or involvement.		X	-Community support for the program is strong. -Letters of support were provided from a judge and a number of probation offices. -There are two community members on the advisory board, as well as probation and law enforcement (board meets bi-monthly). -Board members and businesses will be used to provide mentoring to students in the program.
Awareness of Program	**ONE** of the following: -Program brochure or handbook √ -Newspaper article -Flier, fact sheet, newsletter or Powerpoint presentation √ -Program website -Parent meeting agenda	-No item to indicate parents or the community have been informed of the program.	-Items document an attempt to inform parents and/or the community about the options available to support student success.		X	-The high school brochure was revised to include information about the alternative program. The brochure (provided) includes information about the mission of the program and the program handbook. The brochure also includes information on ways in which the program will help students. -The program brochure includes the high school calendar which is the same as that at Oregon-Davis High School so students still feel part of the high school. -Program handbook includes information about the program, eligibility, program policies, and courses offered.

COMPONENT	DOCUMENTATION NEEDED	UNSATISFACTORY	SATISFACTORY	U	S	Comments
Individual Focus	**THREE** examples of the following: -Completed Individual Service Plans. √	-No ISP or incomplete.	-ISPs have all required items and are completed appropriately.		X	-ISPs are completed in compliance with the law; information about the ISP meeting was shared with program staff. -Courses are identified (3) based on student needs; students have the choice of working on 2 of the 3 at a time. -Referral to the program is based on the individual needs of the student. -Students chart "apples" attained by completing courses on a wall chart.
Alternative Education Components	**TWO** of the following: -Individual student learning contract, senior project, project-based lesson plans, multidisciplinary course description, computer courseware description, etc. √ -Mastery learning guidelines or procedures. √ -Assessment instruments -Service learning projects -Life skills curriculum (job and community service tracking sheets) √ -Behavior plan -Mentoring documents or sign-in sheets -Counselor log, agency referrals or home visit records. -List of agencies used for support & referral services	-Instructional strategies same as traditional school (no evidence of alternative instructional strategies) -Options and approaches are the same as the traditional school -No or inadequate system for student support services or referral to community services	-Evidence of student choice or experiential instructional strategies. -Evidence of non-traditional options. -Evidence of strategies to increase engagement. -Evidence that assess individual skills (NWEA, TABE, etc). -Evidence support and referral services are available.		X	-A student contract is included in the handbook and is completed by all students. -Courses are computer-based using the A+ system; the program teacher and instructional assistant were trained in A+. -The school counselor is available; the counselor reviews student records and consults with the principal and program teacher. -An incentive program is in place; e.g., students will get lunch catered from a local restaurant if they achieve certain attendance goals. -Students may attend the program for a half day and then do voc. ed. or work. -The program is planning on offering a career exploration

						class and connecting to an ICE program. -Mentoring is provided from board members and job training is offered through Junior Achievement. -A variety of field trips are planned. -Students do journaling each day. -A current events class is offered once a week. -Students participate in community service, tracked using a tracking log.
Learning environment	**ONE** of the following: -Professional development plan for staff √ -Staff meeting agenda -SIP for alt. program -Youth voice documentation (Student Council or family meeting agendas, student surveys, Advisor/advisee topics, etc.)	-No plan for staff development -No student survey or negative response -No way for staff/students to discuss issues. -No opportunity for student input	-Professional development plan -Regular staff meetings -SIP for alt. ed. program -Evidence of opportunity for student input		X	-Schedule of staff development in-services provided; alternative program teacher will visit several other alternative programs. -Program staff have received training on A+ software, as have administrators and high school department chairs. -Program teacher also participates in professional development offered by the school corporation.

On-site Monitoring Observation Components

During the site visit, IDOE personnel will visit classrooms to observe lessons being provided. IDOE reviewers will be looking to see that actual instruction and programming matches descriptions provided in the grant application; that students are engaged and spending an appropriate amount of time on task; that instruction is clear and understandable; and that instructors seem knowledgeable about lesson content and alternative strategies. Each program will receive a score of 1-4 points for each component. Programs receiving a score of 1 (Below Standard) or 2 (Approaching Standard) on any component will be required to address deficiencies prior to a second site visit that will occur within 90 days or the program may be removed from the approved program list.

Teacher Observed: Mr. F., Ms. S. (IA); computer-based   Teacher:Student Ratio at Observation 1:3
(Teacher=1   Aide=.33)

COMPONENT	1 Below Standard	2 Approaching Standard	3 Meeting Standard	4 Exceeding Standard	REVIEWER COMMENTS
Programming matches description in grant application.			X		Students work on A+ for 1-2 credits at a time, as described in the application. The curriculum is self-paced with 80% mastery expectations. Students can also work at home through the internet. 16 hours of community service is required, and students can do vocational education or jobs the other half of their day. Students also have access to teachers at the high school for questions, and the alternative program teacher (facilitator) can access high school teachers for questions.
Instruction is clear and incorporates multiple strategies.			X		The software appeared to have multiple activities for students; instructions for using the A+ system seemed clear and students appeared to understand what was expected of them. The teacher and the instructional assistant seemed to have a positive rapport and positive interactions with the students.
Students appear engaged.			X		Students worked quietly on the computers and seemed engaged in their lessons and focused on completing assignments and obtaining credits.
Location supports a positive learning environment.			X		Location is a modular unit in close proximity to the high school, which is convenient. The location of the unit was also in a quiet area, which made the space conducive to learning.
Teachers appear knowledgeable and caring.			X		The program teacher and the instructional aide were very knowledgeable of the A+ system and were able to provide assistance when needed. They had a nice rapport with the students and appeared supportive.

Compliance Components

The following information is rated "Compliance" (C) or "Non-Compliance" (N-C). Selected documentation must be provided as part of the site visit monitoring. The alternative education contact person listed for each program will be contacted at least 1 week prior to the site visit about documents, policies, or descriptions that will be required for the compliance components. Documentation can be submitted prior to or at the visit. Failure to provide documentation will result in removal from the approved program list.

Compliance Issues	DOCUMENTATION	COMMENTS	C	N-C
Student Eligibility	-Entrance/Exit Criteria and process √ -DOE-AL Spreadsheet maintained √	-The program is primarily designed to serve students who may withdraw or have withdrawn in grades 11 and 12; however, it will accept other students who fit the program mission. Admission decisions are made on an individual basis. -Exit is on a case-by-case basis; primarily students will stay until they graduate, although some may transition back. -DOE-AL spreadsheet is being maintained as verified by the data coordinator.	X	
Staff Qualifications	-License for teachers or HOUSSE documentation √	-Program teacher is licensed in PE/Health and is pursuing a business license; teacher acts as facilitator for computer-based instruction. Instructional assistant is a licensed substitute.	X	
Health and safety	-Fire Marshall/Dept. of Health documentation (if location is not part of the school corporation) √	-The building has been inspected (it had already been done because the module used to be the Head Start module).	X	
Financial	-Statement from financial officer that corporation is meeting the required 1/3 match and that alternative education funds are deposited in Fund 190 Receipt Acct. 3211 √	-Many supplies are provided by the corporation, and the corporation supports salaries. Funds will be receipted appropriately.	X	
Time/Year	-Daily Schedule √ -School Calendar (only if different from the corporation)	-Program operates on the same calendar as the high school (180 days). -Students are in the program 2 ½ hours and then do vocational education or jobs.	X	